

## TREFONEN TERMLY CURRICULUM PROVISION OVERVIEW

<b>TERM: Spring Term</b>	<b>CLASS: Nightingales</b>	<b>Mrs Thomas, Mrs Swannick, Miss Taylor</b>
<b>KEY THEME:</b>		
<b>MATHEMATICS</b>	<b>ENGLISH</b>	<b>SCIENCE</b>
<p><b>Year 1</b></p> <p><b>Numbers to 20</b> Count to 20, understand 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20, one more and one less, the number line to 20, label number lines, estimate on a number line, compare numbers to 20, order numbers to 20.</p> <p><b>Addition and subtraction within 20</b> Add by counting on within 20, add ones using number bonds, find and make number bonds to 20, doubles and near doubles, subtract ones using number bonds, subtraction count back and find the difference, related facts – fact families, missing number problems, solve word and picture problems – addition and subtraction.</p> <p><b>Numbers to 50</b> Count to 50, numbers to 50, 20, 30, 40 and 50, count by making groups of 10s, groups of 10s and 1s, partition into 10s and 1s, one more, one less.</p> <p><b>Introducing length and height</b> Comparing lengths and heights, non-standard units of measure, measuring length using a ruler, solving word problems</p> <p><b>Introducing mass and capacity</b> Comparing and measuring weight, comparing and measuring capacity, solving word problems</p> <p><b>Year 2</b></p> <p><b>Properties of Shape</b> Recognising 2D and 3D shapes, drawing 2D shapes, counting sides and vertices, finding lines of symmetry, sorting 2D shapes, making patterns, counting faces, edges and vertices on 3D shapes, sorting 3D shapes, making patterns</p> <p><b>Money</b> Count money in pence, pounds (notes and coins), pounds and pence, choose notes and coins, make the same amount, compare amounts of money, calculate with money, make £1, find change, solve two step problems.</p> <p><b>Multiplication and Division</b> Recognise equal groups, make equal groups, add equal groups, the x sign, multiplication sentences, use arrays, make equal groups – grouping, make equal groups – sharing, 2 times table, divide by 2, double and halve, odd and even numbers, 10 times table, divide by</p>	<p style="text-align: center;"><b>Writing – Key Texts</b></p> <p><b>Rosie Revere, Engineer by Andrea Beaty</b> - explanation, report, advert, leaflet</p> <p><b>The Bear and the Piano by David Litchfield</b> - letter, news-report, information poster, narrative</p> <p><b>The Great Fire of London by Emma Adams &amp; James Weston Lewis</b> Persuasive posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p> <p><b>We are Water Protectors by Carole Lindstrom</b> - descriptive non-fiction, life cycles, character description</p> <p style="text-align: center;"><b>Phonics – Year 1</b></p> <p>Common Exception Words</p> <p><b>Phase 5</b> oa: ow, o-e, o, oe oo: ew, ue, u-e, u, oul or: aw, au, al ur: ir, er, ear ow: ou and oi; oy ear: ere, eer c: c, k, ch, ch s: c(e), c(i), c(y), sc, st(l), se j: g(e), g(i), g(y), dge Consolidation of sounds taught so far</p> <p style="text-align: center;"><b>Spellings – Year 2</b></p> <p>revision of Autumn Term suffixes -ment, -ness, -ful, -less, -ly -le at the end of words -el at the end of words -al at the end of words homophones -y at the end of words adding -es to nouns and verbs ending in -y adding endings' ing, ed, split digraph silent e + '-ing' adding ing, er, ed, est and y to words of one syllable ending in single consonant after a single vowel Common Exception words</p> <p>Children will also be working on handwriting, speaking and listening,</p>	<p>Throughout science the children will be planning and carrying out their own investigations.</p> <p style="text-align: center;"><b>Squash, Bend, Twist</b></p> <p>We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;"><b>Our Local Environment</b></p> <p>In this unit we will explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>We will identify that most living things live in habitats and we will describe how different habitats provide the basic needs of different animals and plants, and how they depend on each other.</p> <p>We will identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>We will describe how animals obtain their food from plants and other animals using the idea of a simple food chain.</p>

<p>10, 5 times table, divide by 5, bar modelling – grouping and sharing.</p> <p><b>Length and Height</b> Measuring in centimetres and metres, comparing and ordering lengths, four operations with lengths and heights.</p> <p><b>Mass, capacity and temperature</b> Compare mass, measure in grams and kilograms, compare volume and capacity, measure in millilitres and litres, measure temperature using a thermometer, read thermometers.</p>	<p>guided reading and comprehension activities relevant to their year group expectations.</p>	
<b>PHYSICAL &amp; OUTDOOR EDUCATION</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>
<p><b>PE</b> Gymnastics Dance Games - Hand eye coordination and ball skills through activities such as tennis and cricket.</p>	<p><b>Lives of Significant Individuals</b>  We will be finding out what it means to be significant before discovering some significant individuals from the past and present day. We will explore what they did and why we remember them.</p>	<p><b>The United Kingdom</b> <b>What is the United Kingdom?</b>  We will be able to locate and name the four countries of the United Kingdom on a map. We will be able to explain the differences between physical and human features. We will study one of the United Kingdom's capital cities.</p>
<b>RELIGION &amp; WORLD VIEWS</b>	<b>ART AND DESIGN</b>	<b>DESIGN TECHNOLOGY &amp; FOOD TECHNOLOGY</b>
<p><b>Islam</b>  Who is God to Muslims?</p> <p><b>Understanding Christianity</b>  Why is Easter important to Christians?</p> <p><b>Easter Celebration</b></p>	<p><b>Painting</b> Henry Matisse <i>The Desert: Harmony in Red</i>  We will start by investigating primary and secondary colours. We will then go onto to look at how Henri Matisse used cool and warm colours in his painting before producing our own works of art.</p>	<p><b>Structures: Freestanding Structures</b>  How can we make a structure stronger?  We will design, make and evaluate a freestanding structure. We will find out how to make our freestanding structures stronger and more stable.</p>
<b>PSHE (Including RSE)</b>	<b>COMPUTING &amp; E-SAFETY</b>	<b>MUSIC</b>
<p><b>Dreams and Goals</b> Goals to success My learning strengths Learning with others A group challenge Celebrating our achievement</p> <p><b>Healthy Me</b> Being healthy Being relaxed Medicine safety Healthy eating Healthy, happy me</p>	<p><b>Creating Media</b> Making Music</p> <p><b>E-safety</b>  Online relationships</p> <p><b>Data and Information</b> Pictograms</p> <p><b>E-safety</b>  Online reputation and bullying</p>	<p><b>Blown Away Recorder Book 1</b> (B, A, G, E, D) Whole Class Recorders</p>
<b>HAPPY CENTRED SCHOOLS ACHIEVEMENT AND SUCCESS</b>	<b>HAPPY CENTRED SCHOOLS POSITIVE RELATIONSHIPS</b>	<b>HOMEWORK</b>
<p>What is achievement? What would I like to achieve in the future? Why is it important not to give up? How does it feel to achieve and help someone else to be successful? Can I help others to achieve? Can I explain to others how to be successful?</p>	<p>What can I do to make friends and show empathy? What is being a good friend and caring? How can I help others feel like they belong and be a good friend? What is my role in positive relationships and how can I resolve conflicts? Can I reflect on the positive relationships in my life?</p>	<p><b>Year 1:</b> English weekly workout Phonics weekly work out Maths weekly Workout <b>Year 2:</b> Spelling weekly workout Times tables weekly work out Maths weekly Workout</p>

	Can I identify ways in which a classmate adds to the positive relationships within the school?	
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