

English

National Curriculum Links

Speaking and listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in conversations.

Reading

Pupils should be taught to:

- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- respond speedily to match graphemes for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done
- participate in discussion about what is read to them, taking turns and listening to what others say.

Writing

Pupils should be taught to:

- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write a simple caption or sentence that can be read by others with growing independence (RtP)
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using spaces, capital letters and full stops.

Topic-based English – Africa: information texts and stories from Africa.

Core books: SLS non-fiction books and documentary footage online; The Ugly Five by Julia Donaldson; Lila and the Secret of Rain by David Conway and Jude Daly; Mama Panya's Pancakes: A Village Tale from Kenya by Mary Chamberlin and Rich Chamberlin; Handa's Surprise by Eileen Browne; Tinga Tinga Tales; Akimbo and the Elephants by Alexander McCall Smith.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide English recovery curriculum.

Maths

National Curriculum Links

Number: Addition and Subtraction (within 20)

Pupils should be taught to:

- show understanding of how numbers can be partitioned by the part whole model (RtP)
- identify and tell number stories for numbers up to 10 (RtP)
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Number: Place Value (within 50)

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number (0 to 50)
- count, read and write numbers backwards from any number (0 to 50)
- count in multiples of twos, fives and tens
- sort, count and represent objects up to 50 objects
- given a number, identify one more and one less
- identify and represent numbers using the language of tens and ones
- compare and order groups and numbers using the language of: equal to, more/greater than, less/fewer than.

Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights
 - mass/weight
 - capacity and volume
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume

Geometry: Properties of Shapes

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes: rectangles, squares, circles and triangles
 - 3-D shapes: cuboids, cubes, pyramids and spheres



Africa!

Ash Class
Spring 2



RE

Northumberland Agreed Syllabus

Theme: Easter - resurrection Religion: Christianity

Key Question: how important is it to Christians that Jesus came back to life after his crucifixion?

Learning Outcomes

Children will:

- listen to the Easter story
- recall what Christians believe happened at Easter
- respond to the story with their own opinions.

P.S.H.E.

Healthy Me

Pupils should be taught to:

- what they need to keep their body healthy
- what 'being relaxed' means and awareness of the things that make them relaxed/stressed
- how foods can be sorted into food groups
- Learning Outcomes

Children will:

- identify their own achievements and talk about them
- understand how working in a team can help them to learn.

Physical Education

Fundamental movements/multi-skills - NUF (Tuesdays am) and teacher-led session (Monday pm).

National Curriculum Links

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

Music

Charanga – I wanna play in a band

National Curriculum Links

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically
- listen with concentration and understanding to a range of music.

Learning Outcomes

Children will:

- listen to and appraise music, and learn about pulse, rhythm and pitch, focusing on keeping the 'beat'
- learn to sing and play instruments to songs and experiment with music.

Science

Materials and Seasonal Changes

National Curriculum Links

Materials: Pupils should be taught to:

- distinguish between an object and the material from which it is made and describe its simple physical properties
- identify, name and describe, and group and compare the simple physical properties of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Seasonal changes: Pupils should be taught to:

- observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

Learning Outcomes

Children will:

- name everyday materials, describe how they are used and decide upon suitability of materials for purpose
- use vocabulary to describe the simple properties of materials such as hard/soft, stretchy/stiff, rough/smooth, shiny/dull, flexible/rigid, waterproof/not waterproof, absorbent/non-absorbent
- learn about people who have developed useful new materials for example John Dunlop, Charles Macintosh
- make tables and charts about the weather.

Computing

Computer skills, staying safe online, digital art

National Curriculum Links

Pupils should be taught to use technology:

- to create, organise, store, manipulate and retrieve digital content
- safely and respectfully, keeping personal information private.

Learning Outcomes

Children will:

- log on and off independently and practise basic computing skills
- learn about SID's Top Tips for staying safe online
- take part in activities for Safer Internet Day (8th February)

Design and Technology

Upcycled treasure box

National Curriculum Links

Pupils should be taught to:

- design purposeful, functional and appealing products for themselves and others
- select from and use a range of tools and equipment to perform practical tasks
- explore and evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable.

Learning Outcomes

Children will:

- use examples, discussion and observations to design a treasure box suitable for their stated purpose; use equipment safely and accurately to measure, mark, cut out and shape suitable materials
- use correct vocabulary to name and describe tools and how they are used
- evaluate during and after the making process by referring back to their original designs to ensure it is meeting the purpose.

Geography

National Curriculum Links:

Pupils should be taught to:

- use world maps, atlases and globes to identify the 7 continents and 5 oceans, and the United Kingdom
- use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.

Learning Outcomes

Children will:

- use maps with growing confidence to locate the UK, the 7 continents and 5 oceans
- use technology (e.g. Google Earth) to explore different continents and countries.



Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing instructions, such as how to make upcycled boxes, how to follow a route.*
- *Writing recipes for food at the Seder meal.*
- *Retelling stories using a variety of conjunctions.*
- *Using texts as a creative base for writing their own stories.*

Mastering Maths

Opportunities for children to develop deep learning:

Geography:

- Positional and directional language used during mapwork.
- Look at currencies from around the world. How do they differ from our own coins and notes?

Computing:

- Using directional language to programme Beebots.

Science:

- Measuring how long it takes for water to soak through different materials and for how long it takes for ice to melt.

Investigation Possibilities

Science

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material will be best to make a waterproof hat for a Womble?
- What material is best at stopping ice from melting?

Philosophy for Children

Geography

- Do we own the oceans?

P.S.H.E.

- Should we always let people hug and kiss us even if we don't like it?
- Do we always have to agree with our friends?

Science

- Should we drop litter if there is not a litter bin?
- Should we use plastic if it cannot be recycled?

Opportunities for Outdoor Learning

RE

- Making a shelter for a Seder meal.

Science

- Finding natural and man-made materials.
- Sorting materials.

Geography

- Use compass directions to move around the school field.

