

Maple Class Termly Overview– Spring 2017

<p><u>English</u> Skills - participate in discussions, ask questions to improve understanding Speaking and Listening - sharing news, asking/ answering questions in all subject areas, use of symbols to match/ make requests where appropriate, Grammar and punctuation – differentiated activities exploring the construction of sentences, use of punctuation to include capital letters, full stops, question and exclamation marks, adjectives and verbs, recognizing contractions, attempting phonetically plausible words, HF wordlists, writing lists, investigating poetry, use of dictionary Writing – correct construction of all letters including both upper and lower case, clear ascenders and descenders, finger spaces Daily reading activities/toe by toe. Reading comprehension – read and answer questions – differentiated activities</p> <p>Text - Macbeth - CP Skills – participation in drama, discussion of characters and plot. Speaking and Listening – asking and answering questions, drama, use of symbols and signing Reading Key words used in text, scripts (for some) Writing Short sentences/use of symbols to record reaction to the play</p>	<p><u>Maths</u> Skills - to develop basic numeracy skills and apply this knowledge Money – continue with shopping skills (using a list, shop awareness /behaviour, queueing and waiting, paying and handling money), coin recognition, adding prices, making/giving change from 20p, 50p ,£1+. Time – continue with differentiated activities including time of day, o'clock, ½ past, ¼ past, ¼ to, minutes past, 24 hour clock and applying knowledge to time sentences – if a train leaves at 4 o'clock etc. Number – differentiated activities at own level recognition to 10, 20, 50, 100+, number bonds to 10, 20, 30+, using a 20 line, numicom, using and applying skills to 100 square, counting on/back , x2, x3,x4,x5,x10, ÷2,÷5,÷10, place value (hundreds, tens, units), deconstructing numbers, simple fractions – ½, ¼ Measure – differentiated activities to include hand spans, feet, arm lengths, rulers/ tape measures, wheel. Explore why we can all measure the same thing and yet get a different answer. Practical activities in and around school. Demonstrate an understanding of standard units of length to include metres, centimetres, millimetres and kilometres – which unit would we use/when. Shape – differentiated 2d and 3d shapes – identify and describe using mathematical vocabulary – sides, edges, corners, faces, vertices. Explore shape in and around school in everyday objects.</p>	<p><u>Science</u> Skills – explore and investigate the different functions of each part of a plant <u>Green plants</u> – look at the parts of a plant – investigate and test how the stem transports water, what happens when plant is not watered/ left in the dark, make a seed collection, investigate different modes of seed dispersal, investigate the importance of roots and sunlight for growth, <u>Animals, including Humans</u> Explore and investigate the functions of different teeth - molars, incisors, canines Investigate herbivores, carnivores and omnivores Importance of a healthy diet and cleaning teeth properly</p> <p><u>Electricity</u> Skills – building a circuit to light a bulb/make a buzzer sound. Using electricity safely. Identifying appliances that are electric. Sorting into mains and battery. Removing and replacing batteries safely. Handling a plug safely. Assembling a circuit. Investigating switches. Conductors and resisters. Safety with electricity.</p>	<p><u>ICT</u> Skills – developing confidence and transferrable skills, use of keyboard skills/ shortcut keys. Interactive resources on plasma screens to develop and consolidate skills in Maths. Paint and picture making software to be used to enhance project work. Use of digital cameras – take photo, transfer to computer, create file, save and print. Use of phonics and maths programmes to consolidate skills. Use of internet for research in History, Geography , RE and Science Continue with Espresso coding at own level and pace. Use computer for research. Computer activities to reinforce reading/ place value/ partitioning/ money/shape recognition. Revisit personal information to reinforce importance of staying safe online – linked to PHSCE risk assessments.</p>
<p><u>History</u> Skills – a study of the achievements of the earliest civilizations with particular emphasis on Ancient Greece</p>	<p><u>Geography</u> Skills – look at South America – identify the countries and major cities then focus on Brazil – how are our lives different and what</p>	<p><u>PSHCE/Citizenship/RE</u> Skills – the use and importance of signs and symbols in secular life Learning from religion – Christian cross and</p>	<p><u>Art and D & T</u> ART Skills – colour mixing, application of paint, printmaking</p>

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<p>Ancient Greece – society, Gods, development of Olympic Games, class and diet. Look at World map and identify Greece, research using books and internet Greek antiquities.</p>	<p>is a tropical rainforest. Compare lives by investigating different culture/ music/ food/ houses/ clothing. Rainforest – use computer to research rainforest/ find facts/ climate/ animals/plants and trees.</p>	<p>icthus, Sikh khanda, Jewish menorah, Hindu Om, Buddist Wheel, Muslim crescent – what do they mean/ what feelings are expressed? What beliefs are expressed in the symbols? Some symbols are used in more than 1 religion -light/ water /food /clothes /sound /colours Social Skills – sharing, turn taking (objects and spaces), being a good friend Awareness of others – in terms of space, feelings and waiting for attention. Sharing of thoughts and feelings with others. PHSE – a)risk assessment – develop an awareness of risk/ unnecessary risk/ learn to access information/learn to make informed choices that will affect their health/ -b) developing confidence and responsibility and making the most of their abilities.</p>	<p>Landscape Identifying landscape paintings Identifying horizon, etc Building a painting in layers that uses principle of ariel perspective DT Skills – assembling circuits, joining materials, making choices and decisions, using simple tools. Look at design of lighthouses and choose favourite. Use 'junk modelling t create shell, then assemble circuit to light it up.</p>
<p><u>PE</u> To develop skills associated with throwing, catching, hitting, kicking. Apply these skills into working as part of a team or working with a partner. Introduce rules of the game, safety issues when using bats/sticks and spatial awareness.</p>	<p><u>German</u> Introduction to conversational German – name, hello, goodbye, colours, numbers, songs</p>	<p><u>Music</u> Regular singing sessions with Jane – participating in music and songs from different countries. Listen to music from Brazil – how does it make you feel? Can you sit and listen to samba/ salsa without wanting to dance – why not? Identify Brazilian instruments – percussion and perform as part of a group. Group to have music inclusion with Beaminster School on bi-weekly basis with some of Ash class</p>	