

**Year 1 & 2**

**Teacher: Mrs. Wade**

**First Term 2017, 2nd Half**

This curriculum overview is intended to provide parents and students with the intended subject coverage and integration during the first six weeks of term 1. Some flexibility in the delivery of each activity should be accepted and any major changes that have to be made will be communicated to parents by e-mail.

This half term Year 1 & 2 will be continuing to work on writing and extending sentences, developing their reading skills, and developing skills in new areas of maths. The Topic for study this half term is 'All About Me and My Friends' and we will be exploring our place in the world around us and how we interact with our environment and the people in it.

Week Beginning	Week 1 06/11/17	Week 2 13/11/17	Week 3 20/11/17	Week 4 27/11/17	Week 5 04/12/17	Week 6 11/12/17
<b>Science</b>	My body – looking at different body parts and how they work		My senses – how we understand the world (touch, smell, taste, sight and sound)		Keeping healthy and happy – looking at healthy diets, exercise and emotional wellbeing	
<b>Humanities</b>	My family – looking at immediate and extended families and family trees	PSHE – feelings, kindness and resolving conflict – discussion and activities to identify feelings and promote good behaviour towards others		Personal timelines – creating timelines for our days, weeks, lives, etc	Where we are – talking about the places that we live in and come from and identifying different places that are important to us	
<b>English</b>	Answering questions in full sentences	Sentence punctuation and stretching sentences.	Story sequencing & retelling – ordering events in stories and recounting stories	Imaginary friend narrative – fiction planning & writing	Writing a Friendship Diary to understand and reflect on all the things we like doing with our friends and understanding how they are important	
<b>Maths</b>	Measuring and comparing length	Data collection – tally charts and simple graphs	Time – units of time and reading the time to the hour, half hour and quarter hour		Skip counting and multiplication (2s, 5s and 10s)	
<b>Design and Technology</b>	Moving body – making an labelling a body with different types of moving parts			Making friendship bracelets	Design and make a board game to play with friends	
<b>Music &amp; Drama</b>	Body part songs	Have you filled your bucket? – story and concepts for how to be a good friend and the rewards of making other people feel good		Friendship songs – learning and singling friendship songs (One more step along the world I go, You've got a friend in me, etc)		
<b>Art</b>	Friend's portrait – observational drawing	self portrait – observational drawing using mirrors	Photo feelings collage – making and identifying different expressions to show different feelings	Texture collage – using different materials to create a variety of textures	Making faces – using elements of different faces to make a whole	Feelings pictures –pictures inspired by different feelings exploring colour & shape

## Year 5 & 6

Teacher: Mr. Wade

First Term 2017, 2nd Half

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This curriculum overview is intended to provide parents and students with the intended subject coverage and integration during the second six weeks of term 1. Some flexibility in the delivery of each activity should be accepted and any major changes that have to be made will be communicated to parents by e-mail. For the second half term, students in year 5 & 6 will have a topic focus of World War II, with a major focus on the humanities (History and Geography) and the events and impacts on people's lives both before, during and after the war. In English, we will be reading a number of novels based on World War II, written by significant children's authors such as Michael Morpurgo, culminating in an extended piece of narrative writing from a specific viewpoint. Art, DT, Drama and Music all contribute to students' understanding of the era and lives of people in history. Many opportunities will occur throughout the unit for comparison of student's own lives to those of children of the time. All activities will be differentiated to meet the requirements for each age group and the needs of individual students.

Week Beginning	Week 1 06/11/17	Week 2 13/11/17	Week 3 20/11/17	Week 4 27/11/17	Week 5 04/12/17	Week 6 11/12/17
<b>Humanities</b>	<p><b>Causes of World War II</b> Know and order the important early events leading up to World War II, and know the key figures involved.</p> <p><b>Evacuations</b> Understand the reasons for the evacuations of children from cities in England, and empathise with feelings and experiences of evacuees.</p>	<p><b>Rationing</b> Create a contrasting food menu of wartime and modern food, taking into account how families adapted to rationing and shortages of produce.</p> <p><b>The Holocaust</b> Understand the term prejudice, and identify modern day examples. Relate to prejudices central to the war, and apply to work on promoting positive values and morals.</p>	<p><b>Comparing Technology</b> Compare technology between WWI and WWII and how advancements in aviation and material affected the outcome of the war.</p> <p><b>Role of Women</b> Find out about the important roles women took on during the war. Use information to describe the impacts of women's work on the war.</p>	<p><b>Comparing Child Life</b> Compare different aspects of child life from wartime and modern day perspectives such as clothing, hobbies, school, health and family.</p> <p><b>Timelines</b> Add to initial timelines with further events from World War II and retell in short the major events from beginning to end.</p>	<p><b>Geography and Mapping</b> Use maps and ICT resources to visually show various facts about the war (e.g. alliance and axis countries, movement of troops and fronts, locations of key events)</p> <p><b>After Effects of the War</b> Investigate and discuss the after effects of the war, from various perspectives. Know some key events of the post war Europe (e.g. Paris Peace Treaties).</p>	<p><b>Assessment</b> Planning, creation and presentation of knowledge related to World War II.</p> <p>Links to speaking and listening, and non-chronological reporting.</p>
<b>English</b>	<p><b>Significant Authors</b> As a class, begin to read 'Friend or Foe' by Michael Morpurgo</p>	<p><b>Significant Authors (cont.)</b> As a class, continue to read 'Friend or Foe' by Michael Morpurgo.</p>	<p><b>Significant Authors (cont.)</b> As a class, read 'The Amazing Story of Adolphus Tips' by Michael Morpurgo.</p>	<p><b>Narrative Writing</b> Write own versions of stories based on World War II, with a specific viewpoint.</p>	<p><b>Narrative Writing (cont.)</b> Write <i>opening</i>, <i>build up</i> and <i>problem</i> sections of a planned story.</p>	<p><b>Goodnight Mr Tom</b> Compare and evaluate the film version of Goodnight Mr Tom and the previously read Michael Morpurgo books.</p>

<p><b>English</b></p>	<p>Analyse the main characters in the story, how they are presented and their perspectives.</p> <p>Understand the author's choices in regards to conveying emotions and feelings of characters.</p>	<p>Analyse the opening and further structure of the story as it concludes.</p> <p>List key events and the changes in tension throughout the book.</p>	<p>Compare and contrast viewpoint and characterisation between the two books.</p> <p>Investigate author's style and any consistent features of their writing.</p>	<p>Plan plot, characters and structure effectively for an extended piece of writing, using structures from reading.</p> <p>Use paragraphs and chapters, sequencing and linking them appropriately for a story.</p>	<p>Choose words and phrases carefully to convey feeling and atmosphere.</p> <p>Revise, edit and improve work in light of self, peer and teacher feedback.</p>	<p><b>Assessment</b></p> <p>Independent continuation of written stories (<i>resolution and ending</i>)</p>
<p><b>Maths</b></p>	<p><b>Measure</b></p> <p>Use, read and write standard metric units including abbreviations.</p> <p>Select units and equipment to measure length, mass and capacity.</p> <p>Measure and draw lines to the nearest millimetre. Link to decimals.</p>	<p><b>Measure (cont.)</b></p> <p>Convert from larger to smaller units of measure. <i>Y6: and vice-versa.</i></p> <p>Record estimates and take accurate readings from scales. <i>Y6: Missing number scales.</i></p> <p>Know and use the relationships between familiar units of length, mass and capacity.</p>	<p><b>Shape - Properties</b></p> <p>Recognise properties of, and classify, triangles. <i>Y6: and quadrilaterals.</i></p> <p>Identify possible and impossible nets of cubes. <i>Y6: and other 3D shapes.</i></p> <p>Recognise reflective symmetry in regular polygons. <i>Y6: and rotational symmetry.</i></p>	<p><b>Shapes - Translation, Rotation and Reflection</b></p> <p>Recognise and accurately draw reflections of shapes on and off a mirror line. <i>Y6: Four quadrant reflections.</i></p> <p>Recognise where a shape will be after translation.</p> <p>Understand how shapes look after rotation by quarter or half turns around centre points. <i>Y6: and corner rotation points.</i></p>	<p><b>Shape - Area and Perimeter</b></p> <p>Understand area measured in square centimetres and calculating the area of rectangles. <i>Y6: Area of triangles and compound shapes</i></p> <p>Understand, measure and calculate perimeters of rectangles and regular polygons. <i>Y6: Perimeter of irregular and compound shapes</i></p>	<p><b>Problem Solving and Assessment</b></p> <p>Solve problems involving shapes, space and measure, explaining patterns and relationships.</p> <p>Levelled test to review progress.</p>
<p><b>Art and DT</b></p>		<p><b>Paper Chain People</b></p> <p>Create paper chain doll models and decorate in various wartime attire.</p>	<p><b>Propaganda and Promotional posters</b></p> <p>Investigate propaganda and examples of posters from the time (e.g. army recruitment, warnings etc.)</p> <p>Design own posters in a similar art style to reflect school rules.</p>	<p><b>Propaganda and Promotional posters (cont.)</b></p> <p>Continuation of propaganda posters, editing and improving designs and use of different media.</p>	<p><b>Anderson Shelters</b></p> <p>Research, design and build a scale model of a typical anderson shelter (link to english and topic work).</p>	

<b>Music and Drama</b>		<b>Music</b> Listen to music from the time (Glen Miller, Vera Lyn, Billy Cotton etc.) Discuss how people would have responded to the music, and compare it to modern music.	<b>Famous Wartime Speeches</b> Analyse and evaluate how the speakers present their points effectively through language and gestures.	<b>Freeze Frames</b> Create individual and group freeze frames to convey emotions and feelings during different wartime events (air raid sirens, all clear, evacuation etc.)	<b>Acting Scenes</b> In groups, rehearse and act scenes from read wartime novels, with an emphasis on perspective and character feelings.	
<b>MFL German</b>	Family.Relatives.Photoalbum. Pets. Objects in the household . Describing people. Dialogues,interactive games,CD	Family.Relatives.Photoalbum. Pets. Objects in the household . Describing people. Dialogues,interactive games,CD	Austria, Germany and Switzerland. Language, cities, sightseeing. Numbers to 100. Interview, stories, dialogues.	Austria, Germany and Switzerland. Language, cities, sightseeing. Numbers to 100. Interview, stories, dialogues.	Revision week. Conclusions. Tasks, games, interactive exercises, poems, worksheets ,CD.	Projects week. students chose a project and introduce it by the end of the week.
<b>MFL Spanish</b>	My house and the city where we live.  Parts of the house, different types of houses.	Prepositions of place / Household and classroom objects	“Simon Dice” project Adjectives to describe places / Verbs SER and ESTAR	Introduction to Hay / No hay (There is - There are)	Revision week. Conjugation game. Preparation for final project.	Presentation project: Mi casa es tu casa
<b>Slovak</b>	<i>A Whole-term overview for Slovak will be sent to all parents soon</i>					