



Curriculum Overview		Teacher: Mrs Wade Year 1 & 2		Second Term 1st Half Weeks 1 - 6		
		<p>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.</p> <p><i>This half term Year 1 & 2 will be working on understanding stories and the different features found within stories. We will also be using features found in The Owl & The Pussycat to carry out investigations in Science, and to inspire Art and construction projects. In Maths we will be continuing to develop our number skills and using existing knowledge to build our understanding of value and confidence in calculating.</i></p> <p>All activities will be differentiated to meet the requirements for each age group and the needs of individual students.</p>				
		Week Beginning	Week 1 08/01/18	Week 2 15/01/18	Week 3 22/01/18	Week 4 29/01/18
Science	Boats and the sea – floating and sinking investigation & salt water			The night sky – stars and the moon		
English	Reading and responding to The Owl & The Pussycat Story summary, sequence and event timeline	Reading comprehension – extracting information Character profiles	Time connectives – using words like first, then, after, later, etc to describe sequences of events	Language in The Owl & The Pussycat – looking at the language, retelling and rewriting the story using more accessible and contemporary language	Using the story as a template for narrative writing using own setting, characters, and props	
Maths	Counting backwards – numbers to 100	Money – GBP & EUR – intro to denominations, adding up and making change	Greater than, less than and equal to – using < > & = Review and recap of addition & subtraction	Grouping numbers – splitting numbers into equal groups (introduction to concept of division)	Fractions – whole, half and quarter of an object (shapes, cakes, etc)	Fractions – half and quarter quantities (half of 6, quarter of 4, etc)
Design and Technology	Making a boat			Character masks	Stick puppets	
Music & Drama	Learning and performing actions and movement to go with a reading of The Owl and The Pussycat					
Art	Water colours & Water reflections	Cat faces	Feather art	Starry Night	Making Bong Trees	
Slovak	A Whole-term overview for Slovak will be sent to all parents soon					

 Curriculum Overview		Teacher: Mr Wade Year: Year 5 & 6		Second Term, 1st Half Weeks 1 - 6		
		<p>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. For the first half of the Spring term, students in year 5 & 6 will base much of their work around The Highwayman; a narrative poem from 1906 by Alfred Noyes. Outside of English, where students will be studying the poem itself, it's literary features and use of language, students will be looking at and interpreting the poem through creative subjects such as dance, drama, art and music. The overall aim is to focus on alternative methods of conveying emotions and feelings, and a final presentation of creative work will allow students to celebrate their learning with others. All activities will be differentiated to meet the requirements for each age group and the needs of individual students.</p>				
Week Beginning	Week 1 15/01/2018	Week 2 22/01/2018	Week 3 29/01/2018	Week 4 05/02/2018	Week 5 12/02/2018	Week 6 19/02/2018
Topic	Expression Study how people express themselves, and how facial expressions, body language and gestures convey feelings. Photograph and annotate pictures of feelings and how they are conveyed.	Music & Dance Listen to examples of music that evoke certain emotions. Contrast calm, relaxing music with pacy and tense and elements of music (tempo, pitch, timbre, dynamics) in each. Create interpretive movements and dance for the music pieces.	Drama Use voice and drama techniques such as tableau and freeze framing to perform parts of the poem in a variety of ways. Comment and critique performances, choosing suitable feedback and constructive criticism.	Practising Practise, edit and improve a playscript in light of self, peer and teacher feedback in preparation for a performance. Practise sections of a playscript with a particular focus on voice, expression and movement.	Sound Effects Discuss and add suitable music and sound effects for parts of the play. Performance Perform the play in front of an audience. Filming Film the performance with decisions made about viewpoint, camera angles, transitions etc.	Presentation of Work Prepare and exhibit work from across the unit relating to The Highwayman, dance, drama, music and literature.

<p>English</p>	<p>The Highwayman Record responses to initial artefacts and images related to The Highwayman and generate questions.</p> <p>Read the narrative poem, interpret the imagery within it, and understand its effect of adding meaning beyond the literal.</p>	<p>The Highwayman Hot seat and ask and answer questions in role to better understand characters.</p> <p>Hero or Villain? Choose and justify opinions about whether the Highwayman is a hero or villain. Opinion line activity and persuasive debate.</p>	<p>Playscripts Plan and write an abridged play script for the poem, including production notes and stage directions.</p> <p>Research examples of typical scripts to understand conventions of play writing.</p>	<p>Biography and Autobiography Explore and read examples of autobiographies and biographies, and first and third person narration</p> <p>Analyse how paragraphs and chapters are structured and linked.</p> <p>Compare the language, style and impact of a range of non-fiction writing, relating to author intent.</p>	<p>Biography and Autobiography Summarise a read biographical piece, and use to plan own biographies about a chosen person.</p> <p>Research a chosen person for biographical facts, events and information.</p> <p>Recap conventions of writing such as reported and direct speech for quotes.</p>	<p>Biography and Autobiography Draft and write a biographical piece about a chosen person, following plans and a clear chronology.</p> <p>Edit and improve work in light of feedback.</p> <p>Publish biographical pieces for presentation.</p>
<p>Maths</p>	<p>Area and Perimeter 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>Square Numbers Understand, recognise and demonstrate square numbers up to 10x10. <i>Y6: 12x12</i></p> <p>Prime Numbers Begin to recognise prime number up to 20, understanding their unique properties.</p> <p>Factors Factorise any number up to 100, and find pairs of factors. <i>Y6: Prime factors</i></p>	<p>Fractions Read, write and explain fraction notation including mixed numbers.</p> <p>Change improper fractions to mixed numbers. <i>Y6: and vice versa</i></p> <p>Recognise equivalence between fractions with different denominators and between decimal and fraction forms.</p>	<p>Fractions Order sets of fractions including mixed numbers. <i>Y6: Order fractions by converting to a common denominator.</i></p> <p>Reduce a fraction to its simplest form.</p> <p>Use division to find simple fractions of number and quantities. <i>Y6: Begin converting fractions to decimals.</i></p>	<p>Percentages Begin to understand percentages as the number of parts in every hundred.</p> <p>Find simple percentages of whole number quantities.</p> <p>Express simple fractions as percentages, and understand equivalence between FDP.</p>	<p>Problem Solving and Assessment Solve problems involving fraction and finding simple percentages.</p> <p>Levelled test to review progress.</p>

<p>MFL Spanish</p>	<p>Verb <i>Estar</i> revision</p> <p>Directions Introduction</p> <p>Prepositions revision</p> <p>Task: Where is my classroom?</p>	<p>Places in the city</p> <p>Places in Spain and Latin America</p> <p>Guided listening task: Where is my school?</p>	<p>Project: How can I get to my house?</p> <p>Introduction to My family</p> <p>My family tree</p>	<p>Adjectives to describe my family</p> <p>Physical descriptions</p> <p>Clothes and verb Llevar (to wear)</p>	<p>Verb Ser and Estar revision</p> <p>Mind Map: Ser and Estar</p> <p>Personality trait descriptions using Ser and Estar</p>	<p>My friends and : How are my friends like?</p> <p>Preparation for project: The people I love</p>
<p>Art & DT</p>	<p>Charles Keeping Study Charles Keeping's illustrations for The Highwayman.</p> <p>Discuss use of monochrome, techniques and media to create a feeling.</p>	<p>Charles Keeping (cont.) Create original pieces in the style of Charles Keeping.</p> <p>Sketch ideas and choose final sketches for turning into a charcoal drawing.</p>	<p>Figure Drawing Use reference pictures of 18th century clothing and art mannequins to draw well proportioned figures.</p>	<p>Character Sculpture Choose a character from the poem to create a 3D model of, using a choice of materials (e.g. wire, clay, modrock, paper mache etc.).</p>	<p>Portraits Study portrait photography and how portraits capture and communicate an aspect of the subject.</p> <p>Link to biographies and autobiographies, and why cover pictures were chosen.</p>	<p>Portraits Experiment with posing and taking portrait shots that reflect personality and feelings.</p> <p>Play with colour and filters to exaggerate intended feelings.</p>
<p>Slovak</p>	<p>Prídavné mená Pekný/Cudzí</p>	<p>Prídavné mená Pekný/Cudzí</p>	<p>Nominatív plurálu mužsk. rod - životné</p>	<p>Autorské rozprávky</p>	<p>Autorské rozprávky</p>	<p>Autorské rozprávky</p>