

Dunstanburgh Class Overview- Spring 1 2023

Subject	What we will learn this half term
English	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills.</p> <p>Informal Letter Develop the use of full stops, capital letters, exclamation marks and question marks. Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading. rally rehearse each sentence prior to writing including simple and compound sentences. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Use commas to separate items in a list. Edit and improve your own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</p> <p>Narrative Read aloud their writing with intonation, taking note of punctuation to make the meaning clearer. Identify, understand and select adverbs to complete sentences. Use subordination (using when, if, that, because) and coordination (using or, and, but) with little support and editing. Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Core Texts 'Stitch Head' Guy Bass 'Grandad's Camper' Harry Woodgate</p>
Maths	<p>Multiplication and division:</p> <ul style="list-style-type: none">• Times tables: groups of 2 and commutativity (part 1).• Times tables: groups of 10 and of 5, and factors of 0 or 1. <p>Money:</p> <ul style="list-style-type: none">• Count money in pence.• Count money in pounds (notes & coins).• Count money pounds & pence.• Choose notes & coins.• Make the same amount.• Compare amounts of money.• Calculate with money.• Make a pound.• Find change.

Science	<p>Living things and their life cycles</p> <ul style="list-style-type: none"> • Know that light is a form of energy. • Know that plants absorb energy from the Sun; that this energy is consumed by herbivorous animals; and that carnivorous animals eat other animals. • Know that the arrows on a food chain show the direction that the energy travels. • Know that polar bears are an example of an animal adapted to its environment – thick fur for warmth and oily paw pads to ensure that they don't freeze to the ice. • Know that sharks are another example – smooth skin and streamlined shape for quick swimming; and gills for breathing underwater. • Know that cacti are an example of a plant adapted to its environment – thick skin keeps a store of water safe; sharp spikes keep animals from stealing the water. • Know that pine trees are adapted to their environment in that they have thick bark and pine cones to protect against cold winters. • Know that woodlice live under logs – an example of a microhabitat - as they need somewhere dark and damp so that they do not dry out. • Know that frogs can live in ponds – an example of a microhabitat - as they water in which to lay their eggs (frogspawn).
Humanities (History and Geography)	<p>Geography</p> <p>Across the USA continued- Enquiry question: Is everywhere like Alnmouth?</p> <ul style="list-style-type: none"> • Know the location of the United States of America (USA) within the continent of North America. • Know that a country is a group of people who are governed by a shared government. • Know that different places have similarities and differences. • Know that areas are often described as either urban or rural; know that urban areas, like towns and cities, are densely populated with lots of buildings and amenities like shops, government buildings, sports facilities and homes; know that rural areas are sparsely populated with fewer buildings and amenities, and that rural areas are characterised by farmland and countryside. • Know how to use the language of compass directions to describe the position of notable human features and physical features on a map; know how to describe a journey using compass directions.
Art	<p>Painting and mixed media: Life in colour</p> <ul style="list-style-type: none"> • Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of texture in the world around them. • To develop knowledge of colour mixing. • To know how texture can be created with paint. • To use paint to explore texture and pattern. • To compose a collage, choosing and arranging materials for effect. • To evaluate and improve artwork.
PSHE/RSE	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Belonging to a group. • Roles and responsibilities. • Being the same and different in the community.

	Media literacy and digital resilience <ul style="list-style-type: none"> • The internet in everyday life. • Online content. • Information.
RE	Who is Muslim and how do they live? (Part 2) <i>Make sense of belief:</i> Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <i>Understand the impact:</i> Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. <i>Make connections:</i> Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Computing	Unit 2.3 – Creating media – making music <ul style="list-style-type: none"> • Explore how music can make them think and feel. • Make patterns and use those patterns to make music with both percussion instruments and digital tools. • Create different rhythms and tunes, using the movement of animals for inspiration. • Share creations and compare creating music digitally and non-digitally.
Music	Inventing a musical story Social question: How does music make the world a better place? <ul style="list-style-type: none"> • Listen and respond to music. • Learn to improvise and play. • Invent and plan a musical story. • Play and perform a musical story.
PE	NUFC Foundation PE Coaching <ul style="list-style-type: none"> • Attacking and defending & gymnastics. • PE will be every Tuesday and Thursday. • Pupils should come to school in their PE kit every Tuesday and Thursday.

Useful links:

Maths:

<https://play.numbots.com/#/intro>

<https://play.ttrackstars.com/ttrs/online/mtc?t=home>

English:

<https://play.edshed.com/en-gb>

<https://www.lexiacore5.com/?SiteID=1420-0156-4609-0710>