

Bamburgh Class Overview- Spring 2 2024

Topics Themes	<p>Science - All about me</p> <p>History of Communication - What is communication, and how has it changed over time?</p> <p>Art - Sculpture and 3D: Paper play</p> <p>RE - Why does Easter matter to Christians?</p> <p>Independence & Challenge: To develop the life skills necessary to work, with growing independence and perseverance.</p>
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. Key texts this term will be: Train Ride by June Crebbin, Mr Creep the Crook by Allan Ahlberg and See inside your body by Katie Daynes.</p> <p><u>Reading focus</u></p> <p>Word Reading</p> <ul style="list-style-type: none"> To reread books to build up fluency and confidence in word reading. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read words containing taught GPCs –er and –est endings. <p>Comprehension (Positive attitudes and love of reading)</p> <ul style="list-style-type: none"> To link what they have read to their own experiences, with encouragement. To choose their own books/stories to read after a discussion with an adult and say why they have chosen it verbally and in written form. <p>Comprehension (accuracy, fluency and understanding)</p> <ul style="list-style-type: none"> To identify and discuss the main events or key points in stories (read independently). To draw on own background knowledge or on background information and vocabulary provided by the teacher. To answer questions on a text they have read relating to why and how. <p><u>Writing focus (SPAG & Composition)</u></p> <p>Non- Chronological report</p> <ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word ‘and’ and ‘but’. Separate words with spaces of a roughly consistent size. Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train). Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Use regular plural noun suffixes -s or -es. <p>Narrative</p> <ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Understand how the prefix ‘un’ changes the meaning of verbs and adjectives. Discuss their writing with adults, my favourite word is...saying what they like about it, e.g. my favourite word is...
Maths	<p>Number, addition and subtraction</p> <p>Calculation: strategies within 10</p> <p>Composition: multiples of 10 up to 100.</p> <p>Statistics (cross curricular links Computing & Science): Introducing data & grouping.</p> <p>Measure</p> <p>Length & height:</p> <p>Compare lengths and heights Measure length using objects</p> <p>Measure length in centimetres</p>
Science	<p>All about me</p> <p>Shared text: See inside your body by Katie Daynes</p> <p>Questions to investigate:</p> <ul style="list-style-type: none"> <i>How does your body digest food?</i> <i>What happens when we breathe in?</i> <i>What are the 5 senses?</i> <p>Animals including humans 1 – All About Me</p> <ul style="list-style-type: none"> Discover the basic parts of the human body. Learn about eyes and sight. Learn about ears and hearing. Explore the tongue and taste.

	<ul style="list-style-type: none"> Explore the sense of touch. Discover how your nose smells. <p>Comparative tests: Is our sense of smell better when we can't see?</p> <p>Identify & classify: What are the names of all the parts of our bodies?</p> <p>Pattern seeking: Do you get better at smelling as you get older?</p>
Humanities (History and Geography)	<p>History of communication</p> <p>Overarching enquiry questions: What is communication, and how has it changed over time?</p> <ul style="list-style-type: none"> What is communication? Why have humans invented different forms of communication? What is reading and writing, and why was it invented? What methods did humans first invent for sending messages long distances? How have telephones changed over time? What forms of communication are popular now?
Art	<p>Sculpture and 3D: Paper play</p> <ul style="list-style-type: none"> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D.
PSHE/RSE (British Values)	<p>Living in the wider world</p> <p>Money and work - Strengths and interests; jobs in the community.</p> <p>British Values: Rule of Law</p> <p>Living together and getting along (The Little Red Hen)</p> <p>Living together and getting along (My role and the role of others in society)</p> <p>Living together and getting along (What are the rules?)</p> <p>Core Text: Mr Creep the Crook by Allan Ahlberg</p>
RE	<p>Northumberland Agreed Syllabus</p> <p>Unit 1.5 Salvation: Why does Easter matter to Christians?</p> <p>Make a sense of belief:</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Understand the impact:</p> <p>Give a least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Make connections:</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>
Computing	<p>Unit 1.3 Creating Media – Digital writing (cont. from last term)</p> <p>Use a computer to create and change text. Familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing; consider the differences between using a computer and writing on paper to create text.</p> <p>Unit 1.4 Data and information – Grouping data</p> <p>Introduce data and information. Use labels to put objects into groups, and labelling these groups. Begin to sort objects into different groups, based on their properties. Use their ability to sort objects into different groups to answer questions about data.</p>
Music	<p>Charanga Music</p> <p>Unit 4: Learning to listen</p> <p>Social question: How does music help us to understand our neighbours?</p>
PE	<p>NUFC Foundation PE Coaching - Modified team games</p> <p>Children should come to school in their PE kit every Thursday.</p>

Useful links:
School360
Numbots
Spelling Shed
BBC Bitesize