

Year —Curriculum Map—Spring 2

Literacy	Maths	Science	History	D.T
<p><u>Narrative—Warning Tale</u></p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Teach new conjunctions before, after, while and although' Adverb of manner <p>Direct speech by one character – giving the warning</p> <p>Organise 5 paragraphs around a theme</p> <p>Poetry—Rhyming</p> <p>Reading</p> <p>Read aloud their own writing to a group or class using appropriate tone and volume.</p>	<p>Draw 2D shapes</p> <p>Estimate the answer to a calculation and use the inverse operations to check answers.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Recognise angles are a property of shape or a description of a turn. Identify right angles; recognise that two right angles make a half-turn, three make three quarters & four a complete turn</p> <p>Identify whether angles are greater than or less than a right angle</p> <p>12-hour & 24-hour clocks</p> <p>Record and compare time in terms of seconds, minutes, hours.</p> <p>Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</p>	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>The Bronze Age</u></p> <p>Know that the discovery of Bronze around 6000 years ago ended the Stone Age.</p> <p>Understand the significance of the discovery of metal and how it changed the life of early Britons.</p> <p>Know that during the Bronze Age, trading and craftsmanship led to the development of a hierarchical society where some had more power, wealth, respect and influence than others.</p> <p>Understand and give reasons for why people build monuments.</p> <p>Know that there is a Bronze Age monument at Merrivale in Devon, and give suggestions for its purpose.</p> <p>Be able to describe and explain the significance of Bronze Age burial ceremonies.</p>	<p><u>Food: Eating Seasonally</u></p> <p>To know that not all fruits and vegetables can be grown in the UK.</p> <p>To know that climate affects food growth.</p> <p>To know that vegetables and fruit grow in certain seasons.</p> <p>To know that cooking instructions are known as a 'recipe'. Be able to follow a recipe.</p> <p>To know that imported food is food that has been brought into the country.</p> <p>To know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.</p> <p>Be able to establish and use design criteria to help test and review dishes.</p> <p>To describe the benefits of seasonal fruits and vegetables and the impact on the environment.</p>
Music	Computing	RE	French	PSHE
<p><u>The Dragon Song</u></p> <p>To know the style of 5 songs, and know who sang or wrote them.</p> <p>To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song and name the instruments they can hear.</p> <p>To know how to find and demonstrate the pulse, know the difference between pulse and rhythm and know how</p> <p>pulse, rhythm and pitch work together to create a song.</p> <p>To be able to sing in unison and in simple two parts and to sing with an awareness of being 'in tune'.</p> <p>Play any one, or all four differentiated parts on a tuned instrument from memory or using notation.</p> <p>To know and be able to talk about improvisation.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p> <p>To make musical decisions about pulse, rhythm, pitch, dynamics and tempo and evaluate their performance.</p>	<p><u>Programming with Kodu</u></p> <p>Break down (decompose) a problem into smaller steps.</p> <p>Describe a sequence of code.</p> <p>Demonstrate a sequence of code.</p> <p>Describe cause and effect in relation to their program.</p> <p>Demonstrate a repeated action.</p> <p>Test and modify a program.</p> <p>Describe cause and effect in a program.</p> <p>Participate in collaborative conversations.</p>	<p><u>What do Christians remember on Palm Sunday?</u></p> <p>To understand Jesus' Entry into Jerusalem and what happened.</p> <p>To be aware of the events leading to Jesus' Arrest and trial</p> <p>To understand the events of Jesus' Crucifixion</p> <p>To understand the importance of Jesus' Resurrection.</p> <p>To understand this is the beginning of Holy week- all events leading to resurrection of Jesus and its significance to Christians.</p>	<p><u>Les Glaces</u></p> <p>Name, recognise and remember up to 10 ice-cream flavours in French.</p> <p>Attempt to spell some of these flavours.</p> <p>Use the structure 'je voudrais...' plus an ice-cream flavour.</p> <p>Say whether we would like a cone or pot and possibly how many scoops.</p> <p>Learn how to say 'please' and 'thank you' in French.</p>	<p><u>Healthy Me</u></p> <p>Know how exercise affects their bodies.</p> <p>Know why their hearts and lungs are such important organs.</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health.</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous.</p> <p>Know a range of strategies to keep themselves safe.</p> <p>Know when something feels safe or unsafe.</p> <p>Know that their bodies are complex and need taking care of.</p>